



**Funded by a US Department of Education
Office of English Language Acquisition
National Professional Development Grant**



CABE Project PROMESA

- Funded through the US Department of Education Office of English Language Acquisition (OELA) via the **National Professional Development Grant Program**
- **Five-year grant** – September 01, 2021 thru August 31, 2026
- Project PROMESA is **1 of 50 Awardees across the nation**



Purpose of Grant

- Provide professional development to improve instruction for ELs
- Assist educational personnel working with ELs to meet high professional standards
- Improve the academic achievement of ELs by supporting pre-service and in-service training for teachers and other staff working with ELs
- Create regional and statewide models for effective English Learner/Multilingual instruction



CABE Project PROMESA Team



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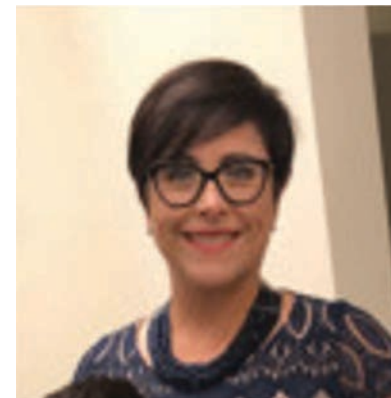
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CABE Project PROMESA Team for Parents



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CABE, Parent
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Project PROMESA Partners



Woodland Joint Unified School District – 3 Dual Immersion Schools:

- Beamer Elementary School
- Dingle Elementary School
- Prairie Elementary School



Corona-Norco Unified School District - 3 Dual Immersion Schools:

- Chavez Academy
- Harada Elementary School
- Washington Elementary School



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External Evaluator

Sheila Cassidy & Rachel Saldivar



Project PROMESA Goals and Outcomes

Develop

- District and site leaders to envision and continuously work toward exemplary systems of support for biliteracy and ELs success at the school sites and district wide.

Create

- Exemplary DLI and ELD instruction for ELs through the two teacher academies

Engage

- Families in Literacy Activities & Develop Family Literacy Leaders

Increase

- Student multilingual language development and academic outcomes



Project PROMESA: Six Components

1

- District and Site Leadership Academy (DSLTA)

2

- Dual Language Teacher Academy (DLTA)

3

- English Language Development Teacher Academy (ELDTA)

4

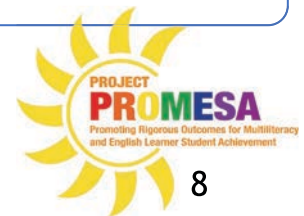
- Family Literacy and Leadership Academy (FLLA)

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- Regional DLI/EL Training and Model Sites

6

- Research and Evaluation



Component 2: Dual Language Teacher Academy (DLTA)

- The DLTA provides key and current PL to support educators in their implementation of a highly effective, culturally and linguistically responsive dual language program.
- All 10 sessions will be delivered across the 5 years of the grant
- The majority of modules for the DLTA are in Spanish to increase teachers' academic language.



Component 3: English Language Development Teacher Academy (ELDTA)

- ELDTA modules are framed around the California English Roadmap Policy and the California ELA/ELD Standards.
- They provide clear support and guidance to teachers to understand the implications for content area and ELD instruction
- They include a range of topics such as Integrated ELD, Designated ELD, cross linguistic transfer, translanguaging, maintaining high expectations for multilingual learners, and developing sociocultural learning objectives.



Component 4: Family Literacy and Leadership Academy (FLLA)

- Staff and families begin to have different relationships opening up a pathway of leadership and full engagement for families.
- Families participate in home-school family literacy activities.



Component 4: Family Literacy and Leadership Academy (FLLA)



Component 5: Regional DLI/EL Training and Model Sites

- Planning & implementation to create Regional Centers that model highly effective multilingual and English learner systems.



Component 5: Regional DLI/EL Training and Model Sites



Component 6: Research/Evaluation/Dissemination

- Formative and summative data and findings, to be used in a continuous data-feedback loop to support project implementation, reporting, and planning for sustainability and replication:
 - Participants: surveys, questionnaires, observations, interviews, consent forms for participation
 - Student outcome data, student work
 - Evaluation and research questions about project implementation, outcomes and impact of the project
 - Quasi Experimental Design using student outcome data
 - Four GPRA measures (set by Dept of Education)
 - Fourteen Project-specific measures
- Identify district contact

Project PROMESA Five Year Plan

Year 1

- Grant Implementation Meeting with District Partners
- Administrator Orientations/Overview of Grant
- Teacher and Parent Summit
- DL/ELD PD Sessions

Year 2

- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- Family Literacy and Leadership Academy Implementation

Year 3

- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- Family Literacy and Leadership Academy Implementation

Year 4

- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- Family Literacy and Leadership Academy Implementation

Year 5

- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- DL/ELD Instructional Leadership PD
- Family Literacy and Leadership Academy Implementation





THANK YOU/GRACIAS

